

A CASE STUDY OF FORTY THREE PROBATION STUDENTS IN WICHITA  
HIGH SCHOOL NORTH, FIRST SEMESTER SCHOOL YEAR 1930-1931

by

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## Introduction.

When a student fails in school at least two things take place. To receive credit he must repeat the subject; and he has lost some of the confidence in himself that he at one time had, especially if he has failed or if he continues to fail.

In the first place, by becoming a repeater, he is taking the place, in the school room, of some other student who has not failed. This reteaching is costly, because; first, the failing student is taking the place of another student who has not failed; and second, the failing student usually requires more of the teachers time than does the student who has completed his work successfully. In our larger school systems this is quite an item. Many thousands of dollars could be saved if there were no repeaters to clutter up the machinery.

In the second place, failure is bad for the student from a psychological point of view. Students who fail may develop the habit of failure. They may become so accustomed to failing that it matters little to them what happens; and their initiative, interest, and power are lost to society. Thereby they become a liability upon the group that would otherwise like to make of them useful citizens by awakening in them some interest by which they can be of use to themselves and society.



This study will present some data to show the increasing per capita cost of public education in the United States as supporting evidence and argument that economy can be practiced by eliminating causes for failure.

In the Elementary School Journal for October 1929, Lee Welman of the National Bureau of Economic Research, Inc., has the following to say regarding school costs.

"What evidence there is appears to indicate that roughly \$ 2,500,000,000 of the total spent on public and private education in the United States in 1925-26 represents free education."

"Per capita expenditures in 1926-

Elementary Schools-----	\$ 63.31
High Schools-----	195.74

High School appropriations increased tenfold from 1913-14 to 1925-26 while total enrollment increased more than 200 %".

Per Capita Costs in 1,000's of Dollars				
1913-'14	1914-15	1917-'18	1921-'22	1925-'26
68,911	75,141	162,876	417,297	697,912

In the Elementary School Journal 30:487-8, Mr. '30 is found the following statement published by the United States Office of Education in bulletin No. 34, 1929, entitled Statistics of City School Systems, 1927-1928.

Per capita costs, including all current expenses except interest payments and based on average daily attendance are as follows:-

Group I- Population 100,000 or more  
( 35 cities studied)

---

Yonkers, N.Y.	\$ 157.37
Average	113.69
Birmingham, Alabama	59.02

---

Group II-Population 30,000-100,000

---

Mount Vernon, N.Y.	\$ 149.51
Average	96.78
Montgomery, Alabama	39.78

---

Group III-Population 10,000-30,000

---

Hibbing, Minnesota	\$ 216.77
Average	93.12
Phenix City, Alabama	25.57

---

Group IV-Population less than 10,000

---

Chisholm, Minnesota	\$ 181.02
Average	81.32
Troy, Alabama	38.24

---

Showing Percent of Total Expenditures for Various Items  
Year 1928

---

Item	Group I	Group II	Group III	Group IV
General Control	3.4	3.2	3.7	5.5
Instruction	76.0	76.5	75.0	73.1
Operation	10.2	11.3	11.8	12.2
Maintenance	5.4	4.0	4.4	3.5
Auxiliary Agencies	3.3	3.4	3.4	3.5
Fixed Charges	1.7	1.6	1.7	2.2

---

In Pamphlet 19 of the United States Department of the Interior, office of education we find per capita costs in city schools , 1929-'30 by Lula Mae Comstock, Division of Statistics, Office of Education, as follows:-

This is a study of 285 city school systems for the



year ending June 30, 1930. It was thought best to consider the expenditures and the average daily attendance in full-time day schools only, inasmuch as the attendance in continuation schools and in night and summer schools shows no uniformity in the data reported. All debt service, including interest payments has been excluded.

Group I-Population 100,000 or more  
(52 cities studied)

Yonkers, N.Y.	\$ 162.15
Average	112.89
Norfolk, Va.	63.06

Group II-30,000-99,999 in population  
(105 cities studied)

Montclair, N.J.	\$ 196.16
Average	104.93
Montgomery, Alabama	42.70

Group III-Population 10,000-29,999  
(105 cities studied)

Hibbing, Minnesota	228.47
Average	87.19
Rome, Ga.	29.77

Group IV-Population 2,300-9,999  
(63 cities studied)

Chisholm, Minnesota	221.29
Average	91.07
Anadarko, Okla.	47.24
Average of all groups combined	108.87

Showing Percent of Total Expenditures for Various Items  
Year ending June 30, 1930

Item	Group I	Group II	Group III	Group IV
General Control	3.6	3.4	4.1	5.5
Instruction	76.6	76.9	74.3	71.2
Operation	10.2	10.6	12.2	12.4
Maintenance	4.9	4.0	4.3	4.0
Auxiliary agencies	3.0	3.2	3.2	4.1
Fixed charges	1.7	1.9	1.9	2.8

Total Annual Cost per Child in City Public Schools  
for Various Years

Item	1924	1926	1928	1930
<b>Group I</b>				
No. cities studied	35	35	35	52
Maximum	\$133.32	145.55	157.37	162.15
Minimum	35.74	57.83	59.02	63.06
Median	94.15	102.54	106.57	105.55
Average	95.64	104.82	113.69	112.89
<b>Group II</b>				
No. cities studied	55	60	60	65
Maximum	125.05	138.54	149.51	196.16
Minimum	35.52	40.37	37.73	42.70
Median	88.23	93.26	93.41	97.08
Average	87.12	92.85	96.78	104.93
<b>Group III</b>				
No. cities studied	55	70	75	105
Maximum	110.85	175.36	216.77	228.47
Minimum	24.00	24.76	25.57	29.77
Median	76.70	86.00	87.28	84.51
Average	73.90	85.38	93.12	87.19
<b>Group IV</b>				
No. Cities studied	50	82	80	63
Maximum	165.51	166.93	181.02	221.29
Minimum	34.25	30.37	38.24	47.24
Median	72.59	73.03	77.99	84.99
Average	74.91	74.80	81.32	91.07

From these figures it is readily seen that the general trend through the past eight years has been to increase the expenditure per child in the public schools.

An expenditure of money does not necessarily mean that it should be listed as a liability. Many expenditures are listed as assets. The asset has only changed its form. When money is spent wisely for education it is a transfer of the money asset to the knowledge asset which makes for an intelligent useful citizen, who is beyond argument an asset to society.

That school costs should be reduced, is not the point; but waste should be eliminated from our product. Failures should be reduced to the minimum.

To provide at great cost more instruction than can possibly be assimilated, or of a sort not readily digested, is a rank extravagance.

## Chapter I

### Procedure of the Study

The major part of this study deals with forty three (43) probation students at the end of the first semester of the school year 1930-1931 in Wichita High School North, Wichita, Kansas. Probation students are those who have failed in two or more subjects for one semester.

This group was selected for study because it was thought ~~and~~ that it would provide more possibilities than any other group. It was thought that the accidental failures would be eliminated. Accidental failures might be those who failed in a certain subject because their personalities clashed with that of the teacher.

A form was drawn by the writer for the purpose of recording the responses of the students. This form is found on page 59 .

The Visiting Teacher and the writer interviewed students in private in their respective offices. The student was not informed that a study was being made, but was led to believe that the information was to be used for his best interests. This was true, as the Visiting Teacher used this information in solving a part of her problems in getting these students off probation. This information helped her very materially.

The confidence of the student was obtained at the outset of the interview. The correctness and validity of the responses are vouched for, as it is believed that the



students cooperated to their fullest extent in making this study a true picture of their problems.

Much of the information was obtained from the office records, such as attendance and tardiness records, intelligence scores, age, failing subjects previous to this year, classification, subjects failing this semester, cause of failure as given by the teacher, etc.

The information from the school at large was secured by means of the questionnaire. The questionnaires were given to the home room teachers for distribution to the students. These questionnaires were answered during the regular home room period, under normal conditions. The home room teacher carefully prepared the student for the answering of the questionnaire so as to have the student in a receptive state of mind. It is believed that the teachers were very successful in this matter.

The intelligence scores are based on the Terman Group Intelligence Test, Form B, given March 4, 1931.

## Chapter II.

Failures and School Subjects

The next part of this study will be an investigation of the failures in the various subjects in the high school. The first table will show the A's, B's etc. in the various departments of the high school for the entire student body for the first semester of school year 1930-1931.

Table I

Department	A	B	C	D	F	Rank in F's
Mathematics-----	23	111	182	149	68	1
Latin-----	16	19	30	13	6	8
Modern Language-----	21	57	86	57	23	6
English-----	64	252	372	213	52	2
Physical Educ. (Boys)---			238		1	12
Physical Educ. (Girls)---	0	610	0	0	1	12
Social Science-----	84	203	286	185	33	4
Commercial-----	53	181	372	166	41	3
Science-----	34	123	208	132	28	5
Art-----	19	28	31	8	0	13
Music-----	90	96	58	3	1	12
Home Economics-----	14	46	91	30	3	9½
Industrial Education---	30	89	133	59	20	7
Effective Speaking----	17	66	53	18	3	9½

The following table shows the same as the above, except that it shows percentages of each grade made in the various departments for the first semester of school year 1930-1931, Wichita High School North, Wichita, Kansas.

Table II

Department	A	B	C	D	F	Rank in F's
	(Percentages)					
Mathematics-----	4	20	35	28	13	2
Latin-----	19	22	36	16	7	3
Modern Language-----	8	18	31	29	14	1
English-----	6½	26	40	22	5½	6
Physical Educ. (Boys)---	-	-	-	-	.18	11
Physical Educ. (Girls)---	-	-	-	-	.10	12
Social Science-----	11	26	36	23	4	8
Commercial-----	7	22	46	20	5	7
Science-----	7	24	38	25	6	4½
Art-----	22	32	37	9	0	13



Table II continued

Department	A	B	C	D	F	Rank in F's
	(Percentages)					
Music-----	36	38½	23½	1½	.5	10
Home Economics-----	8	25	49	16	2	9½
Industrial Education---	9	27	40	18	6	4½
Effective Speaking----	11	42	34	11	2	9½

Table III

TABLE SHOWING NUMBER OF TIMES FAILURE OCCURRED IN THE  
VARIOUS DEPARTMENTS BY PROBATION STUDENTS  
FIRST SEMESTER SCHOOL YEAR 1930-31  
WICHITA HIGH SCHOOL NORTH

Department	No. F's	Rank based on number	% F's	Rank based on %
Mathematics-----	22	1	22.2	1
Latin-----	2	8	2.0	8
Modern Language-----	10	5	10.1	5
English-----	21	2	21.2	2
Physical Educ.(Boys)----	0	12½	0.0	12½
Physical Educ.(Girls)----	0	12½	0.0	12½
Social Science-----	14	3	14.2	3
Commercial-----	7	7	7.1	7
Science-----	13	4	13.1	4
Art-----	0	12½	0	12½
Music-----	1	9½	1	9½
Home Economics-----	1	9½	1	9½
Industrial Education----	8	6	8.1	6
Effective Speaking-----	0	12½	0	12½
(41 students contributing 99 failures).				

Table IV

TABLE SHOWING FAILURES BY CLASSIFICATION OF PROBATION  
STUDENTS FIRST SEMESTER SCHOOL YEAR 1930-31  
WICHITA HIGH SCHOOL NORTH

Sex	10B	10A	11B	11A	12th	Total
Girls	6	3	1	2	0	12
Boys	12	9	6	2	0	29
Total	18	12	7	4	0	41
	44%	29%	17%	10%		

In The School Review, Vol. 30, pp.487-8, is found a report of percent of failures in various school subjects.

TABLE V

TABLE SHOWING PERCENT OF FAILURES IN VARIOUS SCHOOL  
SUBJECTS IN CLEVELAND HIGH SCHOOLS  
FIRST SEMESTER 1921-1922

Subjects	Percent	Rank
Mathematics	18.1	1
Latin	16.7	2
French	13.9	3
Science	12.9	4
Spanish	11.5	5
English	10.5	6
Commercial	8.9	7
History	6.7	9
Drawing and Applied Arts	3.6	10
Industrial Activities	6.9	8

TABLE VI

TABLE SHOWING AVERAGE PERCENTAGES OF FAILURE IN EIGHT  
SURVEYS INCLUDING ABOVE

Subjects	Percent	Rank
Mathematics	20	1
Latin	19.6	2
German	17.2	3
English	11.6	5
History	10.1	6
Science	14.0	4
Commercial	9.5	7

In the four tables presented about percentages of failures, seven subjects occur in each. They will be compared.

TABLE VII

TABLE SHOWING PERCENT AND RANK OF SEVEN SUBJECTS THAT HAVE BEEN SHOWN ELSEWHERE IN THIS STUDY

Subject	Wichita High School North at large		Cleveland Ave for eight surveys				Probation Students W.H.S.N.	
	%	Rank	%	Rank	%	Rank	%	Rank
Mathematics	13	2	18	1	20	1	22.2	1
Latin	7	3	16.7	2	19.6	2	2.0	7
Modern Language	14	1	12.7	4	17.2	3	10.1	5
English	5½	5	10.5	5	11.6	5	21.2	2
Social Science	4	7	6.7	7	10.1	6	14.2	3
Commercial	5	6	8.9	6	9.5	7	7.1	6
Science	6	4	12.9	3	14.0	4	13.1	4

#### Summary of Failures and School Subjects.

In Wichita High School North the subjects which contribute the largest percent of failures are Modern language, Mathematics, Latin, Science, Industrial Education, English, Commerce, and Social Science.

Those contributing the least are Effective Speaking, Home Economics, Physical Education(boys), Physical Education(girls), and Art.

Mathematics has given the probation students at North High School the most difficulty. Then follow, in order, from highest to lowest, English, Social Science, Science, Modern Language, Industrial Education, Commerce, Latin, Music, Home Economics, Physical Education(boys & girls), Effective Speaking and Art.

The Cleveland study shows that Mathematics contributes the greatest percentage of failures, with Latin, French, Science, Spanish, English, Commerce, Industrial Education, History, Drawing, and Art coming in the order named, from highest to lowest.

Table VI shows that from eight surveys Mathematics heads the list of failures, with Latin, German, Science, English, History, and Commerce following in the stated order from highest to the lowest.

From the four tables that have been presented, the percentage of failures occurs in the various subjects in the following order, Highest to lowest:- Mathematics, Language, Latin, Science, English, Social Science, and Commerce. The subjects which do not appear here are not listed in all tables.

Physical Education, Art, Music, Effective Speaking, Home Economics seems to give students the least difficulty.

In Wichita High School North the percent of A's is highest in Music with 36%, Art has 22%, Latin 19%, Social Science 11%, Effective Speaking 11%, Industrial Education 9%, Home Economics 8%, Science and Commerce each 7%, English 6½%, and Mathematics 4%. These percentages are based on the total number of students in each department.



29% of the probation students at North High School are girls while 71% are boys.

44% of the probation students were 10B's, 29% 10A's, 17% 11B's, 10% 11A's, and 0% in 12th grade.

There were no seniors on probation.

## Chapter III

Causes of Failure in School Subjects.  
Opinions of Teachers and Students.

A great many studies on this phase of the subject have been made. For lack of time and space only the ones which seem of greatest importance will be mentioned in this study.

In School and Society, 18:715-20, Dec. 15, 1923, I.V. Goodrich Director of Measurement and Research, Public Schools, Lincoln, Nebraska and S.L. Clements, Asst. Principal, Lincoln High School show that most of the reasons for failure fall into three classes: (1) Lack of study: (2) Overwork: and (3) Lack of interest.

In The School Review, 35:602-11, Oct. 1927, in an article entitled "The Factor of Intelligence in School Failures", Carl W. Maddocks, Supervising Agent, State Board of Education, Deep River, Connecticut, reports the following:-

TABLE VIII  
TABLE SHOWING CAUSES OF FAILURE ARRANGED ACCORDING TO THE  
RANK ASSIGNED BY THE TEACHER

Cause of Failure	Percentage
Low mentality-----	20.3
Laziness-----	18.1
Faulty preparation-----	12.7
Irregular school attendance(absence & tardy)-----	7.4
Late hours(dances, parties, movies, etc.)-----	7.0
Lack of home discipline-----	6.3
Poor attitude-discipline-----	5.6
Lack of school provision for individual differences	5.3
Lack of purpose-vocational-----	5.3
Lack of cooperation between school and parents----	4.2



Table VIII continued

Cause of Failure	Percentage
Irregular school attendance-sickness-----	2.6
Crowded school conditions-----	2.4
Undernourishment-----	1.0
Faulty instruction-----	.52
Time wasted-----	.30
Excessive home duties-----	.26
Lack of medical attention-----	.26
Lack of application-----	.17
School standards too high-----	.13
Lack of interest-----	.13

It is not enough that the teacher's point of view be considered. The student's point of view should also be given consideration. What the child is thinking very largely determines the results of his work in school.

With this in mind the following study, made by C.A. Gardner, North Side High School, Fort Worth, Texas, and recorded in The School Review, 35:108-12, Feb. 1927, is reviewed.

TABLE IX

TABLE SHOWING CAUSES OF FAILURE AS STATED BY THE PUPILS

Cause of Failure	Frequency
Lack of home study-----	78
Dislike the subject-----	76
Little study-----	70
Discouraged-----	66
Insufficient effort-----	58
Dislike the teacher-----	58
Timid about answering-----	53
Slow answering-----	50
No interest-----	45
Idleness-----	44
Poor concentration-----	44
Poor foundation-----	40
Irregular attendance-----	39
Teacher failed to explain-----	30

Table IX continued

Cause of Failure	Frequency
No knowledge of how to study--	29
Lack of time-----	26
Outside work-----	24
Not made to prepare lessons---	16
Worry over studies-----	12
Late entrance-----	12
No chance to recite-----	12
Too many subjects-----	12
Laziness-----	11
Home conditions-----	9
Social activities-----	6
Poor health-----	6
Lack of sleep-----	3
No opinion-----	4
Total-----	933

TABLE X

CAUSES OF FAILURE AS STATED BY THE TEACHERS  
IN  
SAME STUDY AS ABOVE

Cause of failure	Frequency
Irregular attendance-----	84
Failure on tests-----	78
Lack of study, generally-----	63
Lack of effort-----	58
Mentally slow-----	56
Lack of home study-----	37
Poor foundation-----	31
Laziness-----	29
Poor study habits-----	26
Failure to hand in written work---	25
Idleness-----	15
Lack of interest-----	14
Poor health-----	11
Late entrance-----	10
Carelessness-----	7
Inattention-----	6
Physical defects-----	5
Home conditions-----	5
Too many subjects-----	5
Lost books-----	4
Immaturity-----	4

Table X continued

Cause of failure	Frequency
Poor reading ability-----	4
Outside work-----	3
Work elective-----	3
Lack of confidence-----	3
Social activities-----	2
Depends on others-----	2
Incorrect habits in typewriting--	2
Lack of sleep-----	2
Cheating on tests-----	2
New work and surroundings-----	1
Over confidence-----	1
Poor concentration-----	1
Change of classes-----	1
Came to class without book-----	1
Too much athletics-----	1

Mr. Gardner makes the following conclusions from his study: 1. The opinions of teachers and pupils conflict at many points.

2. More studies of this nature can and should be made.

3. Careful studies of this nature are essential to proper pupil adjustment.

4. Administrators should furnish teachers with all possible information regarding each individual pupil.

Another study showing the opinions of teachers for causes of failure is recorded in the School Review, 1920-21, by Supt. B.E. Mc Cormick of La Crosse Wisconsin.

Table for same will be presented on the next page.

TABLE XI

PERCENTAGE OF STUDENTS FAILING  
FOR  
SPECIFIED REASONS AS REPORTED BY ALL  
TEACHERS

<u>Causes of failure</u>	<u>Percentage</u>
Lack of application-----	49.0
Absense-----	20.0
Poor foundation-----	16.6
Mental inability-----	4.7
Poor general health-----	4.4
Laziness-----	2.5
Defective vision-----	2.4
Defective hearing-----	0.4

11.9% of all failures are due to causes and conditions over which the school has no or little control such as mental inability, poor general health, and defective vision and hearing.

88.1% of all failures are due to causes and conditions over which the school does have control.

The above studies have been included in this study as additional information on the subject and data comparable to the findings of this study. The data which were collected at Wichita High School North follow.

The opinions of the faculty will be given first, followed by the opinions of the students who failed. A comparison of the two will then be made.

TABLE XII

CAUSES OF FAILURE  
AS STATED BY THE HIGH SCHOOL FACULTY  
FIRST SEMESTER-SCHOOL YEAR 1930-31  
WICHITA HIGH SCHOOL NORTH

<u>Causes of failure</u>	<u>Frequency</u>	<u>Rank</u>
1. Poor work and study habits		
Doesn't study or work-----	14	
Doesn't try-----	4	
Lack of interest-----	12	
Lack of energy or effort-----	7	
Lazy-----	5	
Poor preparation-----	7	
Indifference-----	6	
Doesn't recite-----	4	
Poor attitude-----	3	
Failed to take work seriously----	2	
Plays in class-----	2	
Day dreams-----	1	
Flighty-----	1	
Works when urged-----	1	
Poor conduct-discipline-----	1	
Tries to work teacher instead of lessons-----	1	
Talks instead of settling down----	1	
Total-----	72	1
2. Irregular Daily Work-		
Daily work not handed in-----	27	
Work too irregular-----	1	
No notebook-----	1	
Total-----	29	2.5
3. Irregular attendance-		
Absence-----	19	
Work missed not made up-----	5	
Got behind(due to absence)-----	1	
Late entrance-----	4	
Total-----	29	2.5
4. Lack of ability-----	11	
Doesn't reason or think logically----	2	
Slow in work-----	2	
Total-----	15	4



Table XII continued

<u>Causes of Failure</u>	<u>Frequency</u>	<u>Rank</u>
5. Poor foundation-----	8-----	5
6. Failed in tests-----	7-----	6
7. Cheated in tests-----	2-----	7.5
8. Carelessness-----	2-----	7.5
9. Sickly(poor health)-----	1-----	10
10. Timid-----	1-----	10
11. Outside work-----	1-----	10

TABLE XIII

CAUSES OF FAILURE  
AS STATED BY THE FAILING STUDENTS  
FIRST SEMESTER SCHOOL YEAR 1930-1931  
WICHITA HIGH SCHOOL NORTH

<u>Causes of failure</u>	<u>Frequency</u>	<u>Rank</u>
1. Poor work and study habits-		
Didn't work of study-----	20	
Didn't like subject-----	3	
Argued with teacher-----	1	
Didn't pay attention-----	1	
Didn't sing but listened in audience-----	1	
Indifferent-----	1	
Lazy-----	1	
Total-----	28-----	1
2. Irregular daily work-		
Didn't hand in work(whole or . in part)-----	20	
Didn't make up work-----	2	
Total-----	22-----	2
3. Irregular attendance-		
Absence-----	7	
Late entrance-----	5	
Got behind(due to absence)-----	3	
Total-----	15-----	3
4. Lack of ability-		
Didn't understand-----	8	
Couldn't get it-----	4	
Slow reader-----	1	
Total-----	13-----	4



Table XIII continued

<u>Causes of failure</u>	<u>Frequency</u>	<u>Rank</u>
5. Cause not known-----	6-----	5
6. Failed in tests-----	5-----	6
7. Didn't like teacher-----	4-----	7.5
8. Poor foundation-----	2	
No drill work-----	1	
Too many errors-----	1	
Total-----	4-----	7.5
9. Moved to strange school-----	2-----	9.5
10. Outside work-----	2-----	9.5
11. Carelessness-----	1-----	11

TABLE XIV  
CAUSES AND RANKING  
OF  
FAILURES AS STATED BY BOTH THE FACULTY  
AND STUDENTS

<u>Causes of failure</u>	<u>Teachers</u>	<u>Students</u>
	<u>Ranking</u>	<u>Ranking</u>
Poor work and study habits	1	1
Irregular daily work	2.5	2
Irregular attendance	2.5	3
Lack of ability	4	4
Poor foundation	5	7.5
Failed tests	6	6
Carelessness	7.5	11
Outside work	10	9.5

### Summary

A summary of the studies will show that the faculty considers low mentality, lack of effort, poor work and study habits, irregular school attendance, outside work, lack of application, and poor foundations as the most important causes contributing to failure.

The students feel that the main factors leading to their failure are poor work and study habits, irregular daily work, irregular school attendance, poor foundation, and outside work. It is also interesting to note that "Didn't like the teacher of subject" ranks very high. It is not enough that the subject be merely presented but should be presented in such a manner that will compel the very best that is in the group. This is a very difficult thing to do sometimes, especially when the classes are large. Each individual must be treated as a separate case and when time is limited many students fall by the wayside because they cannot be given the necessary attention.

Oftentimes personalities clash, and students fail because they cannot get along well with the teacher. In this particular study this reason ranks well down the line ( $7\frac{1}{2}$ ). This reason is more or less accidental and doesn't rank as high with students who have failed in only one subject. It is not probable that a student would fail in two or more subjects just because he did not like the teacher. <sup>f</sup>~~I~~<sub>λ</sub> this were true, however, the evidence would point definitely to a social misfit, and <sup>would</sup> ~~is~~ therefore <sup>be</sup> <sub>λ</sub> a problem for <sup>the</sup> ~~a~~ psychologist.

The studies of Mr. Gardner show that the opinions of teachers and pupils conflict at many points. This study shows a high agreement between the opinions of teachers and students.

Many more studies of this nature should be made. Careful studies of this nature are essential to proper pupil adjustment.

Administrators should furnish teachers with all possible information regarding each individual pupil.

Enough time should be given the teacher from teaching duties each day to confer with problem cases. This calls for privacy. Individual offices for the teaching staff would be very desirable.

Superintendent B.E. Mc Cormick of La Crosse, Wisconsin, concludes that 11.9% of all failures are due to causes ~~over~~ over which the school has no control while 88.1% of all failures are due to conditions and causes over which the school does have control.

## Chapter IV

Failures and School Attendance

The following information was taken from the semester report of the Principal of Wichita High School North to the Superintendent of Schools, First Semester, School year 1930-1931.

Total number tardies-----790  
 Average Daily Attendance-----1181  
 Net Enrollment-----1291  
 Total Number Days Absent-----4721.5  
 Total Number Days Belonging--108680  
 Percent of Attendance-----96.0

From this information the average times each student was tardy(based on net enrollment) is .611

The attendance record of the probation students(record taken from the students attendance record in the High School Office) is as follows-

TABLE XV

Student	Times tardy	Days absent	Student	Times tardy	Days absent
A.C.	5	2½	W.L.	3	6
H.A.	0	25½	M.L.	0	7
B.A.	1	3½	L.L.	0	8½
C.B.	3	3	D.L.	4	2
C.M.B.	0	0	C.L.	7	5
P.C.	0	2	D.M.	3	12
T.C.	11	11½	W.M.	0	12
T.C.D.	3	5	M.M.	3	10
H.E.	3	8	E.N.	1	10
G.E.	3	12	R.O.	0	4
H.H.	0	4	C.O.	2	15
E.J.	0	10½	C.P.	0	0
C.J.	1	2	D.P.	0	17
J.P.	3	20½	A.S.	8	10½



Table XV continued

Student	Times tardy	Days absent	Student	Times tardy	Days absent
C.L.	0	7	C.S.	0	5
J.S.	4	5	G.S.	2	29
A.H.S.	0	0	R.T.	1	0
J.T.	5	1½	M.L.W.	0	7
J.W.	0	0	F.Y.	4	8
H.Y.	0	3	R.Y.	5	5½
D.Y.	5	1			
Totals-					
Number students		41			
Times tardy		90			
Days absent		301			

The average times each student was tardy is 2.19.

The percent of attendance (total number of days divided by the total number days belonging) is 91.

TABLE XVI

SCHEDULE SHOWING TIMES TARDY  
OF  
PROBATION STUDENTS WICHITA HIGH SCHOOL NORTH  
FIRST SEMESTER SCHOOL YEAR 1930-1931

Frequency	Boys	Girls	Both
0	13	5	18
1	1	3	4
2	1	1	2
3	6	2	8
4	4	0	4
5	3	1	4
6	0	0	0
7	1	0	1
8	1	0	1
9	0	0	0
10	0	0	0
11	1	0	1
Totals	31	12	43
Median	3	1	1
Range	0-11		

TABLE XVII

TABLE SHOWING DAYS ABSENT  
OF  
PROBATION STUDENTS WICHITA HIGH SCHOOL NORTH  
FIRST SEMESTER SCHOOL YEAR 1930-1931

Frequency	Boys	Girls	Both
0	3	2	5
1	1	0	1
1½	0	1	1
2	2	1	3
2½	1	0	1
3	2	0	2
3½	1	0	1
4	1	0	1
5	4	0	4
5½	1	0	1
6	0	1	1
7	2	1	3
8	2	0	2
8½	0	1	1
10	1	2	3
10½	1	1	2
11½	1	0	1
12	2	1	3
15	2	0	2
17	1	0	1
20½	1	0	1
25½	1	0	1
29	0	1	1
Median	5½	8	6½
Range	0-29		

Summary.

The attendance of probation students is very irregular. The percent of attendance of the school at large is 96, as compared to 91 for the probation students

The average times each student was tardy for the school at large is .611 as compared to 2.19 for probation students.

Medians for cases of tardiness of probation students are: boys 3, girls 1, both 1. Range 0-11.

Median for days absent for probation students are: boys  $5\frac{1}{2}$ , girls 8, both  $6\frac{1}{2}$ . Range 0-29.

## Chapter V

Failure and Its Relation to the I.Q.

A great deal of discussion can be found on both sides of the question as to whether or not intelligence can be measured. After reading a great deal of material and studying many surveys it seems proper to postulate a high degree of reliability of the intelligence quotient as a measure of intelligence.

Many studies have been made upon the subject "Failures and the I.Q." Only those that seem of most importance will be mentioned.

In The School Review, Vol. 35, pp 602-11, October, 1927, Carl W. Maddocks, Supervising Agent, State Board of Education, Deep River Connecticut, reports a study of 100 pupil failures in five towns in Connecticut. The I.Q.'s are based on the Stanford Revision of the Binet-Simon Test.

TABLE XVIII

TABLE SHOWING DISTRIBUTION OF PUPILS  
ON BASIS OF I.Q.

I.Q.	No. of pupils	I.Q.	No. of pupils
55-59	1	85-89	20
60-64	0	90-94	27
65-69	2	95-99	10
70-74	5	100-104	4
75-79	13	105-109	2
80-84	15	110-114	1
Total No. pupils-100:Median-88.5:Q1-81.3:Q3-93.5.			



TABLE XIX

PERCENTAGE OF PUPILS IN EACH RANGE  
OF I.Q. IN THE CLASSIFICATION  
BY TERMAN

Range of I.Q.	Percentage of pupils
110-120-----	1.0
90-110-----	43.0
80-90-----	35.0
70-80-----	18.0
Below 70-----	3.0
Total	100.0

Mr. Maddocks also studied 905 unselected children and made comparisons with the 100 failures.

TABLE XX

PERCENTAGE DISTRIBUTION OF 905  
UNSELECTED CHILDREN AND THE 100  
SELECTED FAILURES  
ON BASIS OF  
THEIR I.Q.'s

Range of I.Q.'s	Percent of 905 Unselected Children	Percent of 100 Selected Failures
136-145	0.55	00.00
126-135	2.3	00.00
116-125	9.0	00.00
106-115	23.1	3.0
96-105	33.9	13.0
86-95	20.1	45.0
76-85	8.6	29.0
66-75	2.3	9.0
56-65	0.33	1.0
Total	100.18	100.0

Mr. Maddocks draws the following conclusions:

1. There is a high correlation between mentality and quality of and amount of school work.
2. Failure in school work indicates a low type of mentality.

T.V. Goodrich, Director of the Department of Measurements and Research, Public Schools, Lincoln, Nebraska, and S.L.Clements, Assistant Principal, Lincoln High School, report the following study in *School and Society*, Vol. 18, pp. 715-20, for December 15, 1923.

This is a comparative study of 99 boys who at the time of the conference with the Principal were doing unsatisfactory work in three or more subjects, and a group of 74 boys who were doing satisfactory work. I.Q.'s were based on The Terman Intelligence Group Test.

TABLE XXI

TABLE SHOWING I.Q.'s OF UNSATISFACTORY  
AND SATISFACTORY GROUPS

I.Q.'s	Unsatis- factory	Satis- factory
140	0	1
130	1	5
120	4	5
110	14	11
100	14	11
90	28	2
80	18	2
70	3	0
60	2	0
Totals	84	37
Median	96.8	113.2
Q1	88.9	104.8
Q3	108.6	123.5

The following conclusions were drawn:

The 25 percentile of the satisfactory group is above the 75 percentile of the unsatisfactory group.

Three fourth of the satisfactory group do the ordinary type of academic work without difficulty and the other one fourth with reasonable effort.

One fourth of the unsatisfactory group do academic work without difficulty, another one fourth with reasonable effort; one half are seriously handicapped.

In School and Society, Vol.17, pp.139-40, Feb. 3, 1923, is reported a study made by H.T. Eaton, Syracuse, N.Y.

This study deals with mental ability of repeaters. The Individual Binet Test of Intelligence was given to twenty sophomores repeating in English; The Terman Group Intelligence Test to 91 repeaters in Latin, French, Algebra and Geometry; the Terman Group Test to nine who were known to be above the average in school standing.

The following table will show the results:

TABLE XXII

I. Special English Group of 20.	No.	Percent
1. Pupils with I.Q.'s below 100	15	75
2. Pupils with I.Q.'s of 100 or above	5	25
3. Highest I.Q.-----110		
4. Lowest " ----- 83		
5. Average " ----- 94		
6 Dropped out of school	9	45
II. Special Group of Nine Good Students.		
1. Pupils with I.Q.'s below 100		60.0

2. Pupils with I.Q.'s 100-105	00.0
3. Pupils with " over 105	100.0
4. Highest I.Q. -----	132
5. Lowest " -----	108
6. Average " -----	118

### III. Ninety One Repeaters.

1. I.Q.'s below 100	52.8
2. I.Q.'s of 100 or better	47.2
3. Highest I.Q. -----	124
4. Lowest I.Q. -----	75
5. Average " -----	97
6. I.Q.'s of less than 90 (Termans minimum I.Q. for High School work) -----	24.2
7. I.Q. from 90-100	28.6
8. I.Q.'s " 100-105	22.0
9. I.Q.'s " 106 -124	25.2

TABLE XXIII

TABLE SHOWING COMPARISON OF THE GROUPS  
(Percentages)

Group	Below Ave	Ave. or better	Ave. I.Q.
English Specials	75	25	94
Unselected Repeaters	52.8	47	97
Ave. Both Groups	56.7	43.3	97
Nine Good Students	00.0	100.0	118

### Conslusions:

1. English is next to the easiest subject; lowest-history; highest-mathematics.

2. 43 % were repeating for some other reason than intelligence.

3. if repeaters are to be placed in special classes, it might prove advisable to maintain two separate types,



one for the lazy bright repeaters, and the other for those who are not gifted. Certainly classification based upon failure alone would not seem to be the most logical course.

On p. 73 of "The Measure of Intelligence", Mr Terman makes the following comment. ".....,since the quality of school work depends in part on other factors than intelligence, such as industry, health, regularity of attendance, quality of instruction etc."

Wm. F. Book, Professor of Educational Psychology, Indiana University, in his book "The Intelligence of High School Seniors", p. 94, has this to say: " Data gathered recently in our own laboratory show that we have no right to expect a student to do a very superior type of school or college work merely because he possesses a high degree of native mental endowment. He must possess additional characteristics, such as persistence, a proper attitude toward his teacher and the school, endurance, health and the like, to be successful with his school work". (He does find a high correlation between success and intelligence).

In commenting on comparative percentages of failures between the sexes Professor Book says, p. 91, in the same book, "What is more likely is that the high school and its work is not so well adapted to the interests and needs of the boys as to the girls. It may be due in part to the fact that there are too few men teachers in the high school."

" We also need more accurate methods of measuring school attainment or, still better, for measuring the rate and amount of improvement that is made in every kind of learning.

The data collected at North High School, Wichita, Kansas are here presented.

The I.Q.'s are based on the Terman Group Test of Intelligence, which were taken from the office records. The I.Q.'s for several of the probation students could not be found so have been omitted from this study.

The I.Q.'s of 677 unselected students have been used in comparison with the I.Q.'s of the failures. The failures are included in the 677 unselected students so that it might be a cross-section of the High School.

TABLE XXIV

TABLE SHOWING I.Q.'s  
OF  
677 UNSELECTED STUDENTS.

I.Q. Range	Frequency	I.Q. Range	Frequency
130-134.99	2	85-89.99	2
125-129.99	8	80-84.99	30
120-124.99	18	75-79.99	8
115-119.99	48	70-74.99	1
110-114.99	52	Total-----	677
105-109.99	80	Median-----	99.5
100-104.99	118	Q1-----	92.97
95-99.99	135	Q3-----	107.42
90-94.99	115	Range- 72-131	

TABLE XXV

TABLE SHOWING I.Q.'s OF FAILURES  
(Probation Students)

<u>I.Q. Range</u>	<u>Frequency</u>	<u>I.Q. Range</u>	<u>Frequency</u>
107-109.99	3	86-88.99	2
104-106.99	4	83-85.99	4
101-103.99	4	80-82.99	1
98-100.99	6	Total-----	35
95-97.99	6	Median-----	97.75
92-94.99	1	Q1-----	90.30
89-91.99	4	Q3-----	102.69

Nine of the thirty five show an I.Q. of 90 or less. This means that 25.6% of the failures have an I.Q. lower than Terman's minimum for high school work.

To determine, further, the influence of the I.Q. on successful high school work the first six weeks grades of the second semester of the year 1930-1931 were taken and classified the number of A's, B's, C's etc., in various I.Q. groupings.

346 unselected students, whose I.Q.'s were known, were chosen for this study. The I.Q.'s were obtained from the office records. The I.Q.'s were based on the Terman Group Intelligence Test.

TABLE XXVI

TABLE SHOWING NUMBER OF A's, B's ETC.  
FOR STUDENTS WITH I.Q. BELOW 80

<u>Grade</u>	<u>Frequency</u>	<u>Percent</u>
A	0	0
B	0	0
C	2	7
D	11	37
F (Failing)	10	33
Withdrawn	4	13
Dropped	3	10
Total	30	100

TABLE XXVII

TABLE SHOWING SAME AS ABOVE  
ONLY FOR I.Q.'s FROM 80-90.

Grade	Frequency	Percent
A	1	.4
B	19	8.5
C	83	36.5
D	81	35.5
F (Failing)	38	17.0
Withdrawn	1	.4
Dropped	5	2.2
Totals	228	100.0

TABLE XXVIII

TABLE SHOWING SAME AS ABOVE  
ONLY FOR I.Q.'s ABOVE 120

Grade	Frequency	Percent
A	29	33
B	26	30
C	24	27
D	7	8
F (Failing)	0	0
Withdrawn	2	2
Dropped	0	0
Total	88	100

Ten students contributed I.Q.s below 80.  
Fifty Seven students contributed I.Q.s 80-90.  
Twenty four students contributed I.Q.s above 120.

TABLE XXIX

RECAPITULATION OF THE ABOVE DATA

Grade	I.Q. below 80	I.Q. 80-90	I.Q. above 120
	(Percentages)		
A	6.0	0.4	33.0
B	0.0	8.5	30.0
C	7.0	36.5	27.0
D	37.0	35.5	8.0
F (Failing)	33.0	17.0	0.0
Withdrawn	13.0	.4	2.0
Dropped	10.0	2.2	0.0



Summary of Failure and the I.Q.

## I. Mr. Maddock's study shows:

1. High correlation between mentality and quality and amount of school work.
2. Failure in school work indicates a low type of mentality.

## II. Study by T.V. Goodrich and S.L. Clemeants:

1. The 25 percentile of the satisfactory group is above the 75 percentile of the unsatisfactory group.
2. Three fourths of the satisfactory group do ordinary type of academic work without difficulty and the other one fourth with reasonable effort.
3. One fourth of the unsatisfactory group do academic work without difficulty, another one fourth with reasonable effort, one half seriously handicapped.

III. Mr. H.T. Eaton draws the conclusion that 43 % were repeating for some other reason than intelligence.

IV. Authorities such as Terman, M.F. Book, and others agree that there are factors other than intelligence to be reckoned with in failure to do school work, namely: industry, health, regularity of attendance, quality of instruction, persistence, a proper attitude toward the teacher and the school, endurance, etc.

V. Data collected at North High School, Wichita, Kansas.

1. The median I.Q. of the unselected group is 1.75 points higher than the median for the failures. The I.Q.'s of the failures are included in the unselected group so that the median, Q1, and Q3 of the unselected group will be lower than otherwise would be.

2. Q1 of the unselected group is 2.67 points higher than the failures.

3. Q3 of the unselected group is 4.73 points higher than the failures.

4. 25.6 % of the failing group have I.Q.'s below Terman's minimum for high school work.

5. 60 % of the failures have I.Q.'s below the average.

6. Students having a high I.Q. do much better school work than those with low I.Q. as shown by Recapitulation table of A's, B's, etc., for I.Q. classifications below 80, 80-90, and above 120.

## Chapter VI.

Personal Habits and Failure

This chapter will deal with personal habits and their influence on success in doing high school work.

The first consideration will be the time of retiring, first, of the probation students, then the school at large. The information for the school at large includes the sophomores and two rooms of juniors and no seniors. This was done because the major percentage of failures were found in the sophomore group, a small percent in the junior group and none in the senior group.

TABLE XXX.  
TABLE SHOWING THE TIME OF RETIRING  
OF  
PROBATION STUDENTS

Time of Retiring	Frequency		
	Boys	Girls	Both
8:30	1	1	2
9:00	1	1	2
9:00-9:30	2	1	3
9:30	5	2	7
9:00-10:00	0	1	1
10:00	8	2	10
10:00-10:30	1	1	2
10:30	3	1	4
10:30-11:00	2	1	3
10:00-11:00	1	0	1
11:30	2	0	2
11:00-12:00	1	0	1
11:30-12:00	1	0	1
11:00	1	0	1
12:00	1	0	1
1:00	0	1	1
2:00-3:00 or later	1	0	1
Total	31	12	43

TABLE XXXI

TABLE SHOWING THE TIME OF RETIRING  
OF STUDENTS FOR  
SCHOOL AT LARGE(856 cases)

<u>Time of</u> <u>Retiring</u>	<u>Frequency</u>
7:30	1
8:30	1
9:00	53
9:30	128
9:45	5
10:00	268
10:15	5
10:30	175
10:45	2
11:00	113
11:15	4
11:30	51
12:00	33
12:30	5
1:00	8
1:30	1
2:00	3
Total	856

TABLE XXXII

TABLE SHOWING COMPARISON  
IN  
TIME OF RETIRING OF  
BOTH GROUPS

<u>Time of</u> <u>Retiring</u>	<u>Probation</u> <u>Students</u>	<u>School</u> <u>at</u> <u>large</u>
	<u>(Percentage)</u>	
10:00 and before	57	53
10:30 " "	72	74
11:00 " "	81	87.7
12:00 " "	95	98.0

The next phase of the study will take into account the number of times students are away from home after the evening meal.



Let it be understood that times per week in this case means a school week of five days, not including Saturday and Sunday

TABLE XXXIII

TABLE SHOWING TIMES PER WEEK  
PROBATION STUDENTS ARE AWAY FROM HOME  
AFTER THE EVENING MEAL

<u>Times</u> <u>per week</u>	<u>Boys</u>	<u>Girls</u>	<u>Both</u>
0	2	1	3
1	3	3	6
1-2	7	2	9
3	6	2	8
4	1	0	1
5	5	2	7
Total	24	10	34

TABLE XXXIV

TABLE SHOWING TIMES PER WEEK  
STUDENTS AT LARGE ARE AWAY FROM HOME  
AFTER THE EVENING MEAL

<u>Times</u> <u>per week</u>	<u>Frequency</u>
0	103
1	148
1-2	27
2	189
2-3	34
3	127
3-4	27
4	45
4-5	9
5	106
Total	815

TABLE XXXV

TABLE SHOWING COMPARISON OF BOTH GROUPS  
TIMES AWAY FROM HOME AFTER EVENING MEAL

Times away from home after the evening meal	Percentages		
	Probation		School at large
	Boys	Girls	Both
0	8	10	9
1	13	30	17
1-2	29	20	26
2	0	0	0
2-3	0	0	0
3	25	20	24
3-4	0	0	0
4	4	0	3
4-5	0	0	0
5	21	20	21
Totals	100	100	100

TABLE XXXVI

TABLE SHOWING COMPARISON OF PROBATION  
STUDENTS WITH SCHOOL AT LARGE REGARDING  
TIMES AWAY FROM HOME AFTER EVENING MEAL

Times away from home etc.	Probation Students	School at large
0	9 %	13 %
1-2	43 %	48 %
3-4	27 %	24 %
5	21 %	15 %
Total	100 %	100 %

Time spent in home work on school subjects per day  
will be considered next.

TABLE XXXVII

TABLE SHOWING AMOUNT OF TIME SPENT IN HOME WORK ON  
SCHOOL SUBJECTS PER DAY BY PROBATION  
STUDENTS

Time	Boys		Girls		Both	
	No.	Percent	No.	Percent	No.	Percent
None	7	27	1	8	8	21
15 min.	5	19	0	0	5	13
30 "	5	19	3	25	8	21
45 "	1	4	1	8	2	5.5
1 hour	6	23	4	34	10	26
1½ hours	1	4	1	8	2	5.5
More than 1½ hours	1	4	2	17	3	8
Totals	26	100	12	100	38	100

TABLE XXXVIII

TABLE SHOWING AMOUNT OF TIME  
SPENT IN HOMEWORK ON SCHOOL SUBJECTS  
PER DAY BY SCHOOL AR LARGE

Time	Number	Percent
None	71	9
15 min.	42	5
30 "	108	13
45 "	95	12
1 hour	225	27
1½ hours	111	14
More than 1½ Hrs.	170	20
Total	822	100

**TABLE XXXIX**  
**TABLE SHOWING COMPARISON OF THE TWO GROUPS**  
**REGARDING AMOUNT OF TIME SPENT IN HOMEWORK**  
**ON SCHOOL SUBJECTS**

Time	Percents	
	Probation students	School at large
None	21	9
15 min.	13	5
30 "	21	13
45 "	5.5	12
1 hour	26	27
1½ hours	5.5	14
More than 1½ hours	8	20
Total	100	100

**TABLE XL**

**TABLE SHOWING FURTHER COMPARISONS OF THE**  
**TWO GROUPS IN AMOUNT OF TIME SPENT IN**  
**HOMEWORK ON SCHOOL SUBJECTS**

Time	Percents	
	Probation students	School at large
Over 1 hour	39 %	62 %
Over 1½ hours	13 %	34 %
Over more than 1½ hours	8 %	20 %
Total	100	100

It is recommended by the Superintendent of Schools at Wichita that each high school student should spend at least 1 hour in home study and 1½ hours is still better.

#### Summary .

1. Probation students keep later hours than the students from the school at large. 2. Students from the school at large spend more evenings at home after the evening meal than probation students. 3. Probation students do much less home work than do students from the school at large.



### Amount and Kind of Outside Work

Due to a desire to view the causes of failure some time has been spent in interviewing boys, especially some who have to work outside of school at various jobs in order to stay in school.

A surprisingly large amount of time is spent in this manner.

From the records available and the information gotten from the student the following data are submitted.

First let us look at the kind of work done-paper route, helping around press, newspaper complaint carrier, Hamburger stand, Piggly Wiggly and Safeway stores, chores on farm, fuel company, Broadview Hotel, butcher shop, dad's office, filling station, bakery, in doctors office, clothing company, A & P store etc.,

Based on those students who work regularly the following table will show the number of hours per week and the number of boys working those respective numbers of hours

TABLE XLI

TABLE SHOWING NUMBER OF HOURS PROBATION STUDENTS(BOYS)  
WORK AND THE NUMBER OF BOYS WORKING THOSE RESPECTIVE HOURS

Time(Hrs.) per week	Frequency	Time(Hrs.) per week	Frequency
2½	1	21	1
6	1	28	1
10½	1	31½	2
12	2	33	1
14	2	36	1
18	1	Total	14
		Median 16 hours per wk	

## Chapter VIII

A Study of the Ambitions of Probation Students

As has been explained elsewhere in this study the answers to questions were received by the student in a personal interview, either with the writer or the Visiting Teacher of North High School.

The following data were collected in this manner-

TABLE XLII  
Do You Expect to Finish High School?

Boys-		Girls-	
Yes-23		Yes-8	
Try to- 4		No-2	
Doubt it-1		If I can-1	
No-1		Think so-1	
Totals	30		12

If You Do not Finish High School What Do You Expect to Do

Boys-		Girls-	
Go to Agricultural School-1		Business course-2	
Aviation-1			
Don't know-1			
Work-1			
Totals	4		2

Do You Expect To Go To College?

Boys-		Girls-	
Hadn't thought-1		No-6	
Maybe-2		Yes-6	
Think so-4			
Want to-4			
Don't think so-1			
No-9			
Yes-6			
Don't know-2			
Totals	29		12

If Not To College What Do You Expect To Do?

## Boys-

Dad's line-1  
 Take work at Edlers(Dancing School)-1  
 Don't know-2  
 Bookkeeper-1  
 Electrical Engineering-1  
 Work at Safeway(Chain Grocery)-1  
 Mechanic-1  
 To South America with Standard Oil Co.-1  
 Total----- 9

## Girls-

Take business course-3  
 Nurse 1  
 Total----- 4

## Summary-

1. 77 % of boys say definitely they are going to finish high school while only 66 % of the girls make such a statement.
2. 74 % of both state that they are going to finish high school.
3. 20 % of the boys are doubtful or uncertain about finishing high school, while 17 % of the girls are uncertain or doubtful. 19 % of both are uncertain or doubtful.
4. 3 % of boys are not planning to finish school, 17 % of the girls are not, and 7 % of both groups are not.
5. 21 % of the boys, 50 % of the girls and 29 % of both groups are planning to go to college.
6. 31 % of the boys, 50 % of the girls and 37 % of

both groups state that they are not going to college.

7. 48 % of the boys, 0.0 % of the girls and 34 % of both groups are doubtful or uncertain regarding attendance at college.

8. The occupational choices do not represent the vocations or businesses that require much technical training.

To the question "What do you expect to train for in college?" many of the doubtful cases also answer. The results of the question are-Hotel and Restaurant Equipment-1, Chemist-1, Baker-1, Dancer-1, Aviator-1, Teacher-1, Merchant-1, Coach and Athletic Director-2, Lawyer-1, Architect-1, Forest Ranger-1, Journalist-1, Business man-1, Westpoint Academy-1, Doctor of Medicine-1, Don't know-1.

The girls are going to prepare themselves for- Teachers-3, Nurse-1, Art-1, Secretary-1, Haven't thought-1.

A wide range of vocations and professions are presented, many of which are beyond the abilities of those choosing them.



## Chapter IX

Home Life of Probation Students

It was desired to get some information regarding some of the home conditions of those students who were failing in their school work.

Out of 41 cases two said their fathers were living but their mothers were dead, four stated that their mothers were living but fathers were dead, while thirty five have both father and mother living.

Six, or fifteen percent, have one of parents dead.

Five, out of thirty four, or fifteen percent, state that their parents are divorced, while one states that his parents are separated but not divorced. This means that six out of thirty four, or eighteen percent have broken homes.

The occupations of the fathers of probation students are listed below.

TABLE XLIII

TABLE SHOWING OCCUPATIONS  
OF  
FATHERS OF PROBATION STUDENTS AT  
WICHITA HIGH SCHOOL NORTH

<u>Occupation</u>	<u>Frequency</u>
Rail Road Conductor-----	2
Service Station Operator-----	1
Poultry Business-----	1
Barber-----	2

Table XLIII continued from p. 50.

Occupation	Frequency
Coach Cleaner- Mo. Pac. R.R.-----	1
Signalman- A.T.& S.F. R.R. Co.-----	1
Painter-----	1
Transferman-----	1
Milk Route-----	2
Experimenter at Coleman's-----	1
Bookbinder-----	1
Sand & Slate Co.-----	1
General Foreman A.T.& S.F. R.R.Co.-	1
Retired Farmer-----	1
Brick Mason-----	1
Day Laborer-----	1
Machinist-Mo. Pac. R.R. Co.-----	1
Real Estate Business-----	1
Truck Contractor-----	1
Apartment House Proprietor-----	1
Hotel Proprietor-----	1
Plumber-----	1
Night Watchman-----	1
Contractor-----	1
Oil Business-----	1
Boston Shoe Store-----	1 (Matron)
Drilling Contractor-----	1
Don't Know-----	2
Total-----	32

From the above table of occupations one will see that the occupations represent those, in the main, of skilled and unskilled workmen. The professional occupations are absent.

In the course of the interview with these probation students one found many things that might contribute very materially as a cause of failure. One boy said his father drank a great deal and his home life was very unhappy. Another boy said his father had no interest in him and that he(the boy) feared his father.

Five stated that the family was having financial difficulties, the father being out of work. One said he had no privacy-too many children around. One had a father who is in the penitentiary.

Twenty nine boys said they live at home. The others gave no response. Seven of the girls live at home while five do not, one is divorced from her husband. 42 % of the girls do not live at home.

## Chapter X

Grade Progress of Probation Students

TABLE XLIV

TABLE SHOWING PREVIOUS  
RECORDS OF 41 PROBATION STUDENTS

Student	Age	Class- ification	School History Previous to First Semester School Year 1930-31
1	16	10A	Dropped German. Failed Biology and Geometry.
2	18	11A	Failed Biology and 11A English.
3	17	10A	Withdrawn
4	16	10B	Failed a grade but made it up in summer school.
5	15	10A	Failed 10B Spanish and 10B Geom.
6	17	10A	Had not failed before.
7	16	10B	Failed 1st grade- Failed 8th grade English.
8	18	11A	Failed 11B English.
9	19	11B	Had not failed before.
10	17	11B	Withdrawn.
11	16	10A	Failed in 7A Math., 10A Math., and 10A History.
12	17	10A	Failed 1 B- 8A History.
13	16	10B	Had not failed before.
14	16	10B	Withdrawn.
15	16	10B	Had not failed before.
16	17	11A	Failed 9A English, 9B Math. and 8A History.
17	16	10B	Failed 4th grade but made it up in summer school. Failed 8A Math. and 9A Math.
18	17	10B	Failed in 7B English and 8B Civics.
19	16	10B	Had not failed before.
20	18	11B	Failed 7th grade.
21	18	11B	Withdrawn.
22	16	10B	Withdrawn.
23	19	10B	Failed 7th grade twice.
24	16	10B	Dropped 9th grade at Valley Center and repeated a year at Central Intermediate, Wichita.



Table XLIV continued from p. 53.

Student	Age	Class- ification	School History Previous to First Semester School Year 1930-31.
25	16	10B	Failed Latin 9B.
26	15	11B	Failed 10B grade-Dropped French.
27	19	11A	Failed Geom. 10A and Chemistry 12B.
28	18	11B	Put back from 5th grade to the 4th grade when moved to Wichita. Missed 1/2 year of the 6th grade on account of sickness. Failed 10B English.
29	16	10A	Failed 1st grade.
30	15	10B	Failed 9A Algebra.
31	17	10A	Failed 8B Math. twice. Failed 9B and 9A Math. Failed 9A English.
32	18	x	Failed 10A Math. and 10A English.
33	16	10B	Had not failed before.
34	14	10B	Failed in English and Algebra after being quarantined three weeks
35	17	10A	Failed in 8B Math. and 9A English.
36	18	10A	Put back from 5A to 5B when moved to Wichita. Failed in Typewriting.
37	15	10A	Failed 9A English and 9B Algebra.
38	16	10A	Withdrawn.
39	15	10B	Had not failed before.
40	18	11A	Failed 9B Algebra, 9A Algebra, Spanish twice, 10A English, 10B Geometry, 11B English, 11A English.
41	15	10B	Failed 8A Geography and 9B Algebra.

TABLE XLV

TABLE SHOWING AGES OF  
PROBATION STUDENTS

	Age	Boys	Girls	Both
	14	0	1	1
	15	5	1	6
	16	12	4	16
	17	4	4	8
	18	7	2	9
	19	3	0	3
Total		31	12	43
Median		16	16	16

Only 5, or 12%, had not failed up to this time. 88%  
had failed or repeated at some time previous to this time.

## Chapter XI Conclusions

From the discussions and tables that have been presented some deductions may be made.

It is economy to prevent failures. Before failures can be eliminated or the number of failures decreased, it is necessary to know some of the facts about the causes of failure. From this case study of failures, the following conclusions may be drawn.

In the North High School at Wichita the subjects which contribute the largest percent of failures are, highest to lowest, in order: Modern Language, Mathematics, Latin, Science, Industrial Education, English, Commerce, and Social Science. Those contributing the least: Effective Speaking, Home Economics, Physical Education(boys), Physical Education (girls), and Art.

Of the probation students at Wichita High School North Mathematics gives the most difficulty, with English, Social Science, Modern Language, Industrial Education, Commerce, Latin, Music, Home Economics, Physical Education(boys & girls), Effective Speaking and Art coming in the order named.

There is a higher percent of failures among the boys than among the girls. Boys 71 %, girls 29%.

The percentage of failures is largest in the early grades and decreases from year to year. Data on this show 10B, 44%; 10A, 29%; 11B, 17%; 11A, 10%; 12th grade 0.0%.

The faculty considers low mentality, lack of effort, poor work and study habits, irregular school attendance, outside work, lack of application, and poor foundation as the most important of contributing causes to failure.

The students feel that the main factors leading to their failure are poor work and study habits, irregular daily work, irregular school attendance, poor foundation, and outside work. It is also ~~interesting~~ to note that "Didn't like the teacher or subjects" ranks very high in the studies reviewed. As has been said elsewhere in this study, it is not enough that the subject be merely presented but that it should be presented in such a manner that will compel the very best that is in the group. This is a very difficult thing to accomplish, especially when the classes are large. Each individual must be treated as a separate case, and when time is limited many students fall by the wayside because they cannot be given the necessary attention. Personalities clash oftentimes, and students fail because they cannot get along well with the teacher. In

this study this reason ranks well down the line ( $7\frac{1}{2}$ ).

This reason is probably more or less accidental and doesn't rank as high with students who have failed in only one subject.

Careful studies of this nature are essential to proper pupil adjustment.

Administrators should furnish teachers with all possible information regarding each individual pupil.

Enough time should be given the teacher from teaching duties each day to confer with problem cases. Individual offices of the teaching staff would be very desirable so that the student and teacher may have privacy.

Irregular attendance is one contributing factor towards failure.

Studies on the influence of the I.Q. on failure show very close relationship. The studies reveal that the I.Q.'s of failing students are, on the whole, lower than those who do satisfactory work. This study shows the same thing.

At least 25.6 % of the probation students have I.Q.'s lower than Terman's minimum for high school work. This means that 74.4 % of the failures are due to some other cause than lack of intelligence.



Probation students keep later hours than the students from the school at large. Students from the school at large spend more evenings at home after the evening meal than probation students. Probation students do much less home work than do students from the school at large. All of these factors are decidedly unfavorable to the probation students. They are all important causes to failure.

Economic pressure is another contributing factor to failure. Boys or girls who must work late at night in order to make enough money to stay in school are not fit to do good school work.

74 % of the probation students expect to finish high school, but only 29 % are planning to go to college.

Ambitions of this group are not very high. Most of the occupational choices do not represent much technical training.

Broken homes contribute to failure.

Failures, as a whole, come from families which do not represent the highest type of culture or refinement.

Previous school records show that 88% had failed or repeated at some time previous to this.

Name: \_\_\_\_\_; Age \_\_\_\_\_

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

I.O. \_\_\_\_\_; Reading Age \_\_\_\_\_; Classification \_\_\_\_\_

Times tardy \_\_\_\_\_; Causes of tardy \_\_\_\_\_

Times absent \_\_\_\_\_; Days absent \_\_\_\_\_; Causes of absence \_\_\_\_\_

Subjects failing: \_\_\_\_\_

1. \_\_\_\_\_ Teacher \_\_\_\_\_; 2. \_\_\_\_\_ Teacher \_\_\_\_\_

3. \_\_\_\_\_ Teacher \_\_\_\_\_; 4. \_\_\_\_\_ Teacher \_\_\_\_\_

Cause of failure as stated by student: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Cause of failure as stated by teacher: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Physical defects (poor health) \_\_\_\_\_

No. conferences \_\_\_\_\_; Nature \_\_\_\_\_

Time of retiring \_\_\_\_\_; Away from home after evening meal \_\_\_\_\_

; Good light by which to study \_\_\_\_\_; Amt. of home \_\_\_\_\_

study in quiet room each day \_\_\_\_\_; Membership in school clubs etc \_\_\_\_\_

Membership in clubs etc \_\_\_\_\_

out of school \_\_\_\_\_

Amount and kind of outside work \_\_\_\_\_

Do you smoke \_\_\_\_\_; How much \_\_\_\_\_

Do you drink \_\_\_\_\_; How much \_\_\_\_\_

Ambitions: \_\_\_\_\_

Do you expect to finish H.S. \_\_\_\_\_; If not what do you expect to \_\_\_\_\_

do \_\_\_\_\_

Do you expect to go to college \_\_\_\_\_; Train for what \_\_\_\_\_

\_\_\_\_\_ If not to college but finish H.S. what do you \_\_\_\_\_

expect to do \_\_\_\_\_

How can the school best meet your needs \_\_\_\_\_

No. contributing to support of family \_\_\_\_\_; No. children older \_\_\_\_\_

Younger \_\_\_\_\_; Occupation of older children \_\_\_\_\_

Parents living \_\_\_\_\_; Divorced \_\_\_\_\_; Fathers' name \_\_\_\_\_

Address \_\_\_\_\_ Occupation \_\_\_\_\_

No. conferences with parents \_\_\_\_\_; Nature of conferences \_\_\_\_\_

Family troubles (financial, divorce, etc.) \_\_\_\_\_

Do you live at home \_\_\_\_\_

(if not at home, where?) \_\_\_\_\_

REMARKS: \_\_\_\_\_

The information asked for below will be used as supporting evidence in a study of the causes of failures in high school. You are not asked to sign the blanks but you are asked to kindly be very careful that the correct answer is recorded.

Questions that have a blank after them, fill in the blank. Those questions which have a series of answers, check the correct one.

The following questions ask for the AVERAGE.

1. What time do you retire at night? \_\_\_\_\_
2. What time do you get up in the A.M.? \_\_\_\_\_
3. How many hours sleep do you get per night? \_\_\_\_\_
4. How many school nights per week are you away from home after the evening meal? \_\_\_\_\_
5. How many week-end nights are you away from home after evening meal? \_\_\_\_\_
6. Please check the time per day spent in home-study on school subjects you are now taking.

a. none	e. 1 hour
b. 15 minutes	f. $1\frac{1}{2}$ hours
c. 30 minutes	g. more than $1\frac{1}{2}$ hours
d. 45 minutes	

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